## COMPONENT 3: STATE-IDENTIFIED MEASURABLE RESULT (SiMR)

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### 3.A. The State has a SiMR and the SiMR is aligned to an SPP/APR indicator or a component of an SPP/APR indicator.

***SiMR: Students with disabilities in grades 3-8 will demonstrate improved math proficiency as measured by math scores on the State assessment in a subset of schools wherein the total student population demonstrates proficiency at or above the State average but where substantial achievement gaps (15-32 points) exist between students with disabilities and their general education peers.***

Maine's State-identified Measureable Result (SiMR) focuses on improving a result for 3rd through 8th grade students with special needs in a subset of schools. We decided on a narrower focus for the SiMR for several reasons. First, data analysis revealed poor performance for students with disabilities in both reading and math, and all grades. However, the priority pointed to proficiency in math given lower performance trends than reading. Although performance in high school in both content areas is consistently lower than in the earlier grades, evidence, as well as common logic, indicates impacting the earlier grades can have an effect on student performance in the higher grades.

Next, in order to be able to assess the effectiveness of the intervention we chose to select schools that may have some positive math instruction processes in place, as revealed by a scaled score for the school that is at or above the State average. However, these same schools demonstrate a significant gap (15-32 points) in scaled scores between students with disabilities and the highest performing subgroup, in most cases Caucasian students. The identified schools that match this criteria are not identified as eligible for support through Title I, focus or priority status intervention. However these schools clearly have needs intended to be addressed through the SSIP.

Finally, it is believed providing the proposed interventions to this population subset and assessing the effectiveness of the interventions we will be able to inform the scale-up of the plan in the coming years. The scale-up of this plan would widen the subset of schools until such point that all schools would have access to the interventions as appropriate for their challenges, and have an impact on students with disabilities statewide. One example of a scale-up model currently occurring with SEA initiatives is with goal work through SPDG. Early steps engaged school administrative units (SAUs) in the participation and professional development of a particular goal. These SAUs are then trained to be regional leader teams. Through coaching, they are tasked with supporting other SAUs in their region in the goal area. Another scale-up option for the SSIP is the development of a tiered system of support. Universal supports would be provided to all districts with resources always available through technology. Targeted supports would occur based on a process of identification and self-assessment. Intensive intervention would be specific and tailored to the individual SAUs needs. The scale-up plan that is ultimately used will depend on the success overcoming identified barriers. We feel part of overcoming those challenges is implementing the SSIP with a subset of districts and subpopulation of students so we may capitalize on what works and eliminate or correct what doesn't work.

The SiMR is aligned with Indicator B-3C: Proficiency for Students with IEPs. In Maine this indicator is broken down into reporting groups of grades 3-8 as individual data points, and high school as one data point. The baselines and performance targets report the percent of students with disabilities who demonstrated proficiency in math and proficiency in reading on the statewide assessments for the reporting year. The baseline and performance targets for the SiMR will report the percentage of students with disabilities in grades 3-8, in the identified schools, demonstrating proficiency in math. It is important to note that students with disabilities may show improved performance on scaled math scores from year to year, but may not be able to move from one level of proficiency to the next. For this reason we will also report baseline scaled math scores and set performance targets for students with disabilities in grades 3-8, in the identified schools. This way we can report actual growth.

It is expected outcomes for Indicator B-3C will be impacted by the SiMR given the alignment of the SiMR to the measurement and expected outcomes for B-3C. We believe Indicator B-5: Education Environments (children 6-21) will also be impacted. Research supports positive effects of instruction in the general education classroom on improved performance in the general education curriculum for students with disabilities. Activities addressing rates with which students are educated in the general education curriculum are in place through Maine's SPDG work. These activities have been identified as activities to leverage and develop specific to outcomes of the SSIP. It is reasonable to expect outcomes for the indicator will respond to these activities.

### 3.B. The SiMR is clearly based on Data and State Infrastructure Analysis.

To consider all the data available we engaged a systematic process of data collection and data sharing with SSIP workgroup members, potential partners from other Maine DOE teams, and the SSIP stakeholders group (see Appendix A, Label 4, page 33). NERRC facilitated several of these discussions and brought tools to share information and explore what capacity members thought was available at the State to align with what the data was telling us about outcomes for students with disabilities (e.g. The Hexagon Tool from the Active Implementation Hub). After arriving at a general focus area of proficiency given this process, we continued the facilitated discussions with stakeholders using various decision making processes including brainstorming, consensus building, and reflection. Maine DOE team partners participated in these discussions to ensure capacity at the State was being discussed as a leverage point had representation at these discussions. As new data became available it was shared with stakeholders to further inform their decision making. The last data point presented once data for the 2012-13 school year was available confirmed what was presented over the previous months. Identified variables remained statistically significant predictors of proficiency, and in particular grade level has a significant effect, which is that reading scores basically move up and down around a central value, but for math, there is a clearer pattern of decline as students move to higher grades.

This most recent information was used to inform the in depth infrastructure analysis. This analysis revealed alignment in current state initiatives exists within the outcome areas these initiatives seek to improve in all students. Proficiency based education, a primary initiative, is tasked with supporting schools in providing multiple pathways of learning to demonstrate proficiency on the standards in order to be awarded a proficiency based diploma as early as 2018. Evidence based interventions and strategies supporting access to the general education curriculum for students with disabilities is a substantial portion of the State Personnel Development Grant and the work occurring through this grant. Stakeholders identified these existing strengths in the State infrastructure when deciding on the measureable result. The fidelity of the improvement strategies and the ability to isolate and replicate activities that work was identified as an important factor when selecting a subpopulation for the SiMR.

### 3.C. The SiMR is a child-level outcome in contrast to a process outcome.

Addressing improvement in math proficiency for students with disabilities will have an impact on improving results for children with disabilities throughout the State. While the measurable result for Maine is a subpopulation it is believed providing the proposed interventions to this smaller and more focused group of students and then assessing the effectiveness of the interventions we will be able to inform the scale- up of the plan in the coming years. Iterations of the SSIP, informed by what is learned from initial provision, will continue with the goal of improving math proficiency for students with disabilities.

In addition, while the measurable result is improved math proficiency in students with disabilities, it is important to note the predictors of proficiency have an impact on those results if they are addressed. It has been well stated in our data analysis that inclusion in the general education classroom has a positive impact on improved proficiency. Addressing practices like these in schools and districts that have needs in these areas will improve outcomes for students with disabilities.

### 3.D. The State provided a description of stakeholder involvement in selection of the SiMR.

The first SSIP stakeholders meeting convened in November, 2013 to review the four areas of possible focus that the SSIP workgroup identified given the State Profile, which compares state data in State Performance Plan areas against national outcomes (see Appendix A, Label 4, page 33). The first stakeholders group consisted of the Data Management Team, an already existing group of general and special education administers from around the State. These members had worked together previously to address data questions and concerns. Given the analyses and facilitated discussions this group selected proficiency as the general area of focus.

The next stakeholders group convened June 20. 2014 had new members from various stakeholders groups to ensure well rounded representation of educators, parents, administrators and representatives of appropriate teams and agencies. This group continued to explore proficiency as an area of focus, including qualitative data and field experiences to discuss possible root causes and needs of the infrastructure as a measurable result was defined. At this meeting stakeholders agreed to address proficiency and explored the needs of students with disabilities related to math proficiency as a priority.

On July 23, 2014 stakeholders met to identify the specific measurable result. In depth data analysis presented at the June meeting was reviewed, and the broad infrastructure analysis was presented to inform the discussion. Stakeholders were ask to consider how the SiMR being proposed aligned with current initiatives and priorities being implemented locally so that we may include perspectives from the field. Given the feedback stakeholders agreed the best choice for the SiMR would be to focus on math as a content area, with a subpopulation of grades to track impacts of the interventions, and a subset of schools that are not otherwise receiving or eligible to receive intervention and demonstrate a need given performance gaps between students with disabilities and the general population.

While the SiMR was selected prior to the September, 2014 stakeholders meeting, the SSIP workgroup stayed in contact after that meeting with the stakeholders regarding identification of the subgroup of schools, the baseline performance given the identified schools and target selection.

### 3.E. The State provided baseline data and targets that are measurable and rigorous (expressed as percentages) for each of the five years from FFY 2014 through FFY 2018, with the FFY 2018 target reflecting measurable improvement over the FFY 2013 baseline data.

| Title | FFY2013-baseline | Target 2014 | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|---|---|---|---|---|---|---|
| **Math proficiency for students with disabilities** | 11.22% | 11.22% | 11.22% | 14.22% | 17.33% | 22.44% |
| **Average math scaled score for students with disabilities** | 29.65 | 30.00 | 30.00 | 31.00 | 33.00 | 35.00 |

Baseline data and targets are based on the 2012-2013 administration of the NECAP. In the past the NECAP was administered in October. In 2014-2015 students in grades 3-8 and in high school are taking the Maine Education Assessment in Mathematics and English Language Arts/Literacy developed by the Smarter Balanced Assessment Consortium (SBAC) as its annual statewide assessment for the first time. The SBAC will be administered during a window in March until May. This new data will inform the continued development of the SSIP, including a change in baseline data and target data if necessary.